

## Arts and Humanities 2004 Released Items

### DOK Annotations with Questions

Grade 5 Annotated Items
<p><i>(Graphic is treble clef staff with whole notes FACE.)</i>  <i>Use the music below to answer question 1.</i></p> <p>1. The notes in the spaces of the treble clef music staff shown above from bottom to top are</p> <ol style="list-style-type: none"> <li>FACE.</li> <li>FGAB.</li> <li>CAGE.</li> <li>EGBD.</li> </ol> <p><i>Arts and Humanities Grade-5, item 1- Depth Of Knowledge Level 1</i>  <i>Core Content 4.0 code AH-05-1.1.1 (answer a.)</i>            This item requires the student to recognize memorized information.</p>
<p>2. In dancing, the use of energy while moving is called</p> <ol style="list-style-type: none"> <li>tempo.</li> <li>shape.</li> <li>force.</li> <li>level.</li> </ol> <p><i>Arts and Humanities Grade-5, item 2-Depth Of Knowledge Level 1</i>  <i>Core Content 4.0 code AH-05-1.2.1 (answer c.)</i>            This item requires that the students recall a definition.</p>
<p><i>The Dancing Animals</i></p> <p>7. Your class is going to make up a play about animals that can dance. Your job is to create two characters for the play.</p> <ol style="list-style-type: none"> <li>Name TWO characters that could be in a play about dancing animals. Describe what the characters would look like and what they would wear.</li> <li>For EACH of the two characters, describe the character's part (what the character does) in the play.</li> </ol> <p><i>Arts and Humanities Grade-5, item 7-Depth Of Knowledge Level 2</i>  <i>Core Content 4.0 code AH-05-1.2.1</i>            This item requires the students to make some decisions and goes beyond simple recall of information in that students are required to consider how character can be created in a play. Since students do not go beyond naming, describing characters and roles, answering this item does not extend beyond a level 2 Depth of Knowledge. A DOK level 3 item would require the students to explain or justify their thinking or develop logical arguments for their choices.</p>
<p><i>Using Colors</i></p> <p>8. An artist can use colors to help create a mood or feeling in a painting. Three different color groups that an artist can use to help create a mood or feeling are WARM COLORS (such as red, yellow, and orange), COOL COLORS (such as blue, green, and violet) and NEUTRAL COLORS (such as black, brown, gray, and white).</p> <ol style="list-style-type: none"> <li>Name a part of the painting where the artist uses WARM COLORS, a part where the artist uses COOL COLORS, and a part where the artist uses NEUTRAL COLORS.</li> <li>Describe the mood or feeling of the artist's painting. Explain how the colors chosen by the artist help create this mood or feeling.</li> </ol>



Charmion von Wiegand, *Untitled (Cat in Window)*, n.d. Oil on canvas, 20 ¼ x 24 in. Gift of Marion Hammett Smith, National Museum of Women in the Arts. © The Estate of Charmion von Wiegand; Courtesy of Michael Rosenfeld Gallery, LLC, New York, NY.

(Colors indoors are warm yellow, red, or neutral e.g., black and white cat. Outdoor colors are cool with are shades of blue, purple, and green, or neutral white snow, brown mailbox post, tree trunks, etc.)

*Arts and Humanities Grade-5, item 8-Depth Of Knowledge Level 3*

*Core Content 4.0 code AH-05-1.4.1*

This item requires that students recognize color groups, make an interpretation of the mood created with the use of color and then explain or justify their interpretation.

### Grade 8 Annotated Items

2. Which is an element of dance?

- a. time
- b. value
- c. texture
- d. medium

*Arts and Humanities Grade-8, item 2-Depth of Knowledge Level 1*

*Core Content 4.0 code AH-08-1.2.1 (answer a.)*

This item requires that the students identify one of the three elements of dance.

3. In theater, if an audience has the same feelings or reactions as those of a character, the audience is experiencing

- a. empathy.
- b. motivation.
- c. suspense.
- d. spectacle.

*Arts and Humanities Grade-8, item 3-Depth Or Knowledge Level 1*

*Core Content 4.0 code AH-08-1.4.1 (answer a.)*

This item requires that the students recall a definition.

*Creating a Scene*

8. Many books are the basis for plays or movies. Creating a play or movie based on a book involves decisions about such things as **scenery, costumes, and props**.

Choose a chapter or chapters from a book you have read that could be made into a scene for a play or movie.

- Identify the book and briefly describe what happens in the chapter or chapters you have chosen.
- Describe the scenery, costumes, and props that would be needed to perform the scene.
- Explain how the scenery, costumes, and props would help create the right mood.

*Arts and Humanities Grade-8, item 8-Depth Of Knowledge Level 3*

*Core Content 4.0 code AH-08-1.4.1*

This item requires students choose scenery, costumes and props that connect with a scenario involving some interpretation of the story, and explain how their choices contribute to the meaning of the story. The students are taking one form of a story and re-conceptualizing it into a new form with justification of their choices.

**Grade 11 Annotated Items**

1. The Renaissance period was an important period in music history. The term renaissance means

- recovery
- rebirth
- illumination
- exploration

*Arts and Humanities-Grade 11, item 1-Depth Of Knowledge Level 1*

*Core Content 4.0 code AH-HS-2.1.1, 2.2.1, 2.3.1, 2.4.1 (answer b.)*

This item requires that students recall a definition.

2. What style of dance would **most** likely portray a story or thematic idea?

- aerobic dancing
- line dancing
- ballet
- rondo

*Arts and Humanities Grade 11, item 2-Depth Of Knowledge Level 2*

*Core Content 4.0 code AH-HS-1.2.1 (answer c.)*

This item requires that the students make a choice of which dance style would best be suited to portray a story or thematic idea. The students must use basic knowledge of the dance styles (rondo is a choreographic form not a style) and then make a determination beyond recognition of the dance styles.

4. Complementary colors are two colors at opposite points on the color wheel.

Which colors are complementary?

- red and orange
- green and yellow
- violet and green
- orange and blue

*Arts and Humanities Grade 11, item 4-Depth Of Knowledge Level 1*

*Core Content 4.0 code AH-HS-1.4.1 (answer d.)*

This item requires that students be able to recognize complementary colors.

*Time Machine to the 60s*

6. You are able to travel through time via a time machine. You choose to travel to the decade of the 1960s because you have a report due for your humanities class. Since your report is about music of that decade, you visit several years during the 1960s to listen to music of that period.

- a. Describe **two** ways that the issues and/or events of the 1960s (for example, the Civil Rights movement, the Vietnam War) affected the music of that time period.
- b. Describe **two** effects that music had on social change and/or people's beliefs in the 1960s.

*Arts and Humanities Grade 11, item 6-Depth Of Knowledge Level 3*

*Core Content 4.0 code AH-HS-2.1.1*

This item requires that students use information from multiple sources including United States history of the 1960's era. Bringing that social studies knowledge into the answer students must choose an issue or event such as the civil rights movement or Vietnam war, describe how it is reflected in music of the time, and then describe two effects that music had on social change or beliefs of the people of that decade. The question requires analysis and synthesis of information, drawing on evidence from multiple sources then planning a cohesive answer based on that evidence. The item relies on bringing together prior knowledge and does not include a new investigation to further develop knowledge and understanding, and therefore falls into a depth of knowledge at level 3.

*Common Dance Elements*

7. Different cultures often have different dance styles. One way that the differences in dance styles are expressed is through the dance elements of space, time, and force.

- a. Identify **two** dance styles that are very different from each other and that are from different cultures. Be sure to identify the culture that each of the two dance styles represents.
- b. Describe how **each** of the two dance styles uses the dance elements of space, time, and force. Be specific.

*Arts and Humanities Grade 11, item 7-Depth Of Knowledge Level 2*

*Core Content 4.0 code AH-HS-2.2.1*

This item requires students identify two dance styles and the cultures they represent. The first part of this question is at the recall level. Students must then describe those dances and the use of dance elements within the dance styles. Students are not required to provide support or justification for their conclusions but rather provide a detailed description of movements and use of elements in the chosen dance forms. They choose two "very different" dance styles but are not asked to compare them directly to each other.